

Iowa Special Education Advisory Panel
October 28, 2016
Facilitators: Nancy Ankeny-Hunt
Panel Secretary: Cayanna Reinier

Present: Craig Barnum, Kurtis Broeg, Kate Cole, Jan Collinson, Margaret Joan Ebersold, Amy Liddell, Larry Martin, Christina McFadden, Beth Rydberg, Mary Stevens, Karen Thompson, Kathleen Van Tol, Kelly Wallace, Ruth Frush, Julie Aufdenkamp, Sandra Smith, Joel Weeks,

Department Staff Present: Barb Guy, Nancy Ankeny-Hunt, Cayanna Reinier

Not Present: Valerie Baker, Carma Betz, Billie Cowley, Donita Dettmer, Susan Etscheidt, Aryn Cruse, Joseph McAbee, Melanie Patton, Amy Petersen, Erin Torruella, Jason Yessak, Kenda Jochimsen, Doug Wolfe,

Minutes

Joel Weeks motions to bring the meeting to order; Larry Martin seconds.

Karen Thompson motions to approve the minutes; Mary Stevens seconds minutes.

General Supervision – Approaches & Activities

[General Supervision & IDEA Differentiated Accountability](#)

Iowa is approaching the general supervision responsibilities of the DE and AEA as:

- Duty to inform
- Duty to prevent
- Duty to inspect/detect
- Duty to correct

The primary focus of the State's monitoring activities is on improving education results and functional outcomes for all children with disabilities; and ensuring that public agencies meet the program requirements under Part B of the Act, with a particular emphasis on those requirements that are most closely related to improving education results for children with disabilities. The intent of the General Supervision Task Group is to develop recommendations and provide feedback for IDEA compliance that includes:

- Methods of identifying needs levels of support to districts and AEA's
- Structures and methods of providing multi-levels of support
- Specifying the general supervision responsibilities of LEA, AEA and DOE within a differentiated accountability system.

Currently we are still doing general supervision. The tools we are using are the same, some have just been amplified. We have discontinued one tool, the five year cycle, because it was ineffective, insufficient and diverted our attentions. We are currently in the process of developing more tools (i.e. Differentiated Accountability).

The major task we still have to accomplish are: data elements, tiered levels of supports, supports for general supervision, and the IEP review tools with a Statewide Implementation date of 2018-2019. The steps for developing proposed data elements include determining cut points (optimal and practical), vet and refine cut points, continue development of some elements, and finalize cut points.

IDEA Differentiated Accountability

Differentiated Accountability and Special Education

Differentiated Accountability was designed to provide support to public and nonpublic schools as well as AEA's. Our job is to provide as much support whether it be universal, targeted or intensive, to make sure the school or AEA are in compliance with State and Federal law as well as providing a successful education to the students.

A lot of our ideas with our Differentiated Accountability model stem from the collaborative inquiry questions. The phases of implementation are: consensus, infrastructure, implementation and sustainability. It is not a linear process; you must pay attention to all and circle back as needed to make the process work.

The Atomic Flower 2016-2017 PK-6 (Literacy only) focuses on healthy indicators:

- Assessment and Data-Based Decision Making (currently using)
- Universal Instruction (currently using)
- Intervention System (currently using)
- Leadership (not using yet)
- Infrastructure (not using yet)

For Universal Instruction we are thinking about the percent of students that are at or above benchmark on a Universal Screening tool and the percent of students that begin the year at or above benchmark and stay at or above benchmark at the end of the year; this can tell us if the universal instruction is working. If it is not working we then know that an adjustment to supports is needed.

Differentiated Accountability 2016-2017 is:

- Statewide – Replaces former 5 year site visit cycle
- Applies to all districts, accredited non-public schools, and AEAs
- All districts, schools and AEAs will do a universal desk audit
- All districts, schools and AEAs will have Healthy Indicator data
- All districts schools and AEAs will receive Universal support
- Some will receive Targeted or Intensive support

The 2016-2017 Healthy Indicators are:

- Percent of learners screened with a valid and reliable universal screening tool (spring screening)
- Percent of learners not a benchmark assessed with a valid and reliable progress monitoring tool at least 90% of weeks between screening periods (winter-spring progress monitoring)
- Percent of learners at benchmark in a screening period (spring screening)

- Percent of learners at or above benchmark in the fall remaining at or above benchmark in subsequent screening period (fall – spring screening)
- Percent of learners below benchmark two consecutive screening periods receiving intervention (fall screening, substantially deficient designation and intervention scheduling)
- Percent of learners below benchmark in the fall who then score at or above benchmark in a subsequent screening period (fall – spring screening)

There are two kinds of visits that schools can have through Differentiated Accountability. One of them is when we see their Healthy Indicators and we come and set down and have a building leadership team meeting where we explore their data, help them discover their own problems, and create an action plan. Then we will have a follow up team visit once a month for those that are having intensive support. The second type of visit is a compliance visit where a compliance issue has been found. Many times we are there to cite them, in which we give them a date in which their compliance issue must be corrected by. Compliance is still the foundation of doing the right thing, but we think of compliance and healthy indicators as two sides of the same coin. We are ensuring compliance so that we can work on performance. We do this in the way of universal desk audits for PK, K-12, AEAs.

Universal desk audits don't ask every single question we could ask in the law, they ask the high level questions. If we have any complaint or concerns we go to the targeted desk audit which is broader and more focused at the same time. With the targeted desk audits we ask more questions which are focused on the area of concerns. If there are still concerns and complaints we move on to an intensive support for compliance which is where we go on site and do a complete review.

The Desk Audit for Pre-K is the early childhood reporting application. It includes:

- Information about your sessions
- Assurances
- Sessions

The Desk Audit for K-12 is looking at:

- Board Policies on bullying, harassment and equal opportunity in programs including grievance procedures
- Annual and continuous nondiscrimination notice
- School Calendar
- Elementary Program, grade 1-6
- High School Program, grades 9-12
- Attendance center and course enrollment data review
- Employment of school counselors, teacher librarian, licensed school nurse
- Proper licensure for all certified staff

As we move forward we are going to be adding into the training cadre people who are experts in special education. As we are focus on universal instruction we want to be more explicit on where special education is and how we are in compliance. We also want to make sure that when sites are receiving an intervention we know how that interfaces with the IEP.

This year we are piloting in Green Hill AEA Healthy Indicators for 2016-17 for kids in special education which include:

- Identification
- Healthy Indicators in Literacy (same as for all students)
- Discipline
- Graduation
- Dropout
- Post-Secondary Outcomes

This will be a single plan, same as the current DA plan.

4+ Services

Suggestions were given to add clarity; Barb Guy and Kim Drew have the suggestions.

Discussion Vision Setting- Building Initiatives around Secondary Services

We are going to begin an activity where we are going to map out everything that we know is going on across all of our agencies, but we are going to hold off until January to go over this. What you should do between now and then is think about initiatives and activities that are going on in your organization, district and agency regarding the success of youth, with or without disabilities. Success in a broad definition and means to us that they exit high school with a diploma ready to enter college/career/or ongoing learning. We will then move into a conversation on literacy and how we gain focus of that at the secondary level.

Announcements

Suggestions for future meetings: ESSA, Mental Health, 21st century learning skills in special education especially health classes, dispute resolution clarification.

AEA 267 has a new name – Central Rivers; and a new facility in Cedar Falls. These will not take affect till July 1, 2017.

Please be sure to fill out the surveys for each meeting so can ensure we have enough supplies.

Amy Liddell motion to adjourn, Joel Weeks seconds.

Next Meeting:

Friday, January 6, 2017
9:00 a.m. – 3:00 p.m.
Grimes Building B-100